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ABSTRACT

In this unit selected activities seek to bring preprimary children to an awareness that man lives in a social milieu, never static, never identical to that of yesterday or that of tomorrow, and rarely altered to the extent the casual observer initially believes. In dealing with continuity and change, the authors began with certain assumptions: 1) learning should involve children to the highest degree possible; 2) social learning should deal with numerous examples of cultural and geographical settings out of the child's immediate tactile range; and, 3) social studies activities do relate to the adjustment of the individual to American mores. However, that adjustment does not emerge as the primary task of social studies education. Successful social behavior in the classroom community reaps benefits in all subject areas and, hence, falls within the responsibility of the school as a whole. The twenty lessons provided follow this format: 1) a behaviorly stated objective; 2) suggested materials; 3) teaching procedures; and, 4) occasionally an additional note to teachers. The complementary units in this series are: SO 001 639 through SO 001 643. (Author/AWW)

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Practical Paper No. 38

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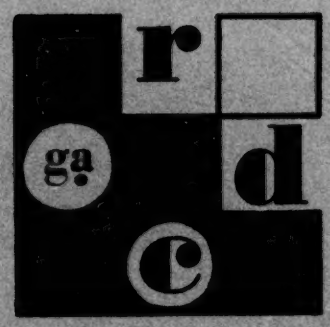
June, 1970



Research and Development Center in Educational Stimulation

University of Georgia Athens, Georgia

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A UNIT ON CONTINUITY AND CHANGE FOR THREE-AND FOUR-YEAR-OLDS

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INTRODUCTION

In this unit

This unit deals with the theme of Continuity and Change. The selected activities seek to bring preprimary children to an awareness that man lives in a social milieu, never static, never identical to that of yesterday or that of tomorrow, and rarely altered to the extent the casual observer initially believes. ~~In essence,~~ this unit enhances the long and complex task of developing in children the intellectual tools by which to apprehend and evaluate their varied and perplexing world.

In dealing with Continuity and Change, the authors began with certain assumptions. First, learning should involve children to the highest degree possible. ~~If there~~ exists a choice between passively accepting a story or analyzing a picture through questions, the latter takes precedence. Second, social learning should deal with numerous examples of cultures and geographical settings out of the child's immediate tactile range. ~~Man's~~ world depends upon interaction with people and nations of ~~all~~ political, religious, and economic stripe; to delay admission of ~~such~~ a world only makes the task of succeeding teachers more difficult. Third, social studies activities do relate to the adjustment of the individual to American mores. However, that adjustment does not emerge as the primary task of social studies education. Successful social behavior in the classroom community reaps benefits in all subject areas and, hence, falls within the responsibility of the school as a whole.

These activities complement activities from three other units in this series: Social Control, Interdependence, and Socialization. The teacher should remain alert to the numerous interfaces of the four concepts as he develops the learning activities with the children.

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Lesson 1:

Objective: Given the picture "Clearing Virgin Forest, Brazil," the child will observe and identify that men have made a road and are changing the land by bulldozing the trees.

Materials: Study Print: "Clearing Virgin Forest, Brazil," from Latin America, Chicago, Ill., Denoyer-Geppert, 1970; sand table; toy bulldozer

Procedure: In groups of six or less, direct the children's attention to the picture asking the following questions:

1. How are men changing things in this picture?
2. What is the man using to push the dirt?
3. What are the men in the background doing?
4. Why did the men make a road?
5. Will there be any trees left?

Tell the children that the picture was taken in Brazil, and have them pronounce the name. On the globe, mark Brazil and ask the children to find it. As a supplementary activity, allow the children to create the activity in the study print. Have the children move sand with the toy bulldozer. Discuss the changes made by the toy bulldozer and that in the study print.

Note to teachers: Some of the activities instruct you to teach the lesson in groups of six or less. This procedure assumes the presence of a teacher aide to relieve you of responsibility for the whole class. If an aide does not take part in your instructional program, the lessons may be taught to the entire class. In addition, suggested materials such as tinker toy sets or sand tables may be substituted for equivalent materials.

Lesson 2:

Objective: Given the picture "Budapest on the Danube," the child will observe that man changed the land by building bridges, streets, buildings, and walls along the river.

Materials: Study Print: "Budapest on the Danube," from Europe, Chicago, Ill., Denoyer-Geppert, 1970; primary globe; Polaroid camera

Procedure: In groups of six or less, direct the group's attention to the picture asking the following questions:

1. What have people done to make the picture different?
2. Were the houses, bridges, and streets always there?
3. What was there before people built things?
4. Was the river always there?
5. Were trees always there?

Tell the children that the picture is of a European land called Hungary, and have them pronounce the name. Mark Budapest on the primary globe, and have the children find the mark. As a supplementary activity, discuss the similarities and differences between Jonesboro and Budapest.

If a developing subdivision is within access, either take Polaroid photographs of the street and home construction, or take the children to observe. Discuss the changes which are occurring. Briefly review the photo of Budapest, and ask if people have made changed. When using the Polaroid snapshots, enlarge the images with an opaque projector.

Lesson 3:

Objective: Through visiting a construction site, the child will observe and state that changes have occurred (size, materials, etc.).

Materials: A site where a new commercial building is under construction, Polaroid camera, tinker toy set

Procedure: Take the children to visit a construction site. Have them observe what has been done, what is currently being done, and guess what will probably be done in the near future. Visit the building site at least twice. After the first visit, the children should be asked how the building has changed and how it remained the same since the last visit. At each visit, take pictures of the activity and display them where children may readily inspect them. In class, discuss the similarities and differences shown in the photographs. Provide the students with a tinker toy set with which they may replicate the progress of construction.

Lesson 4:

Objective: By comparing photographs and visiting an old house, the child will state the ways in which the house has changed and remained the same (windows, trees, porches, etc.).

Materials: Photographs of a house two or three decades old, opaque projector

Procedure: Locate a house which is at least fifty years old and whose owners will furnish pictures of it from various decades. If possible, pick a house near the school so that the children may visit and observe the house as it is today. If not available, take a photograph of the house for in-class comparison.

Present the oldest picture to the children, asking them to tell what they see. Then display the second and third pictures beside each other asking:

1. How does the house differ in the two pictures?
2. Are the windows the same? porch?
3. Is the color the same?
4. Has anything been added or taken off?
5. Are the trees the same?
6. Why did the house change?

Then take the children to observe the house as it is today, using the above questions. Display the pictures on the bulletin board, or have the children draw the house as it is today. As a supplementary activity, have the children look for changes in their own home. Ask parents to supply photographs of their home before and after change. Have each child show and discuss how his home has changed.

Lesson 5:

Objective: Given a photograph or a visit to a house in poor condition, the child will observe and state that the paint is peeling (etc.) and guess what the house looked like at an earlier date.

Materials: If a house is not within walking distance, a photograph may be used in class. Building blocks, opaque projector

Procedure: While visiting a house, direct the children's attention to the house. If Polaroid snapshots must be used, use the opaque projector to enlarge the image. The following questions may prove relevant:

1. Is this a new or an old house?
2. How can you tell?
3. Is the paint staying on the house?
4. Is the grass cut?
5. Are any boards missing?
6. Are any pieces of the roof missing?
7. Are any windows broken?
8. What do you think this house used to look like?

As an optional activity the children may use crayon and paper to draw the house as it is and as they think it was. As a supplementary activity, provide children with building blocks. Have each child "build" a house, and then change one thing. Discuss with the child how this house changed and how it remained the same.

Lesson 6:

Objective: Observing page 45 of Communities and Their Needs, the child will state that buildings have been torn down and that one building remains.

Materials: Edna Anderson, Communities and Their Needs, Morristown, N. J., Silver Burdett, 1966, page 45; opaque projector; Media Package: The City, Boston, Mass., American Science and Engineering, 1968

Procedure: In groups of six or less, focus attention on page 45 of Communities and Their Needs. Enlarge the photograph with the opaque projector. The following questions may prove relevant:

1. Why is there just one building on the street?
2. Why are the edges of the building so rough?
3. Were there ever buildings next to this house?
4. How is the street (block) being changed?
5. Will it still be part of the city?
6. Are the buildings in the background new or older than the one in front?
7. In what season of the year was this photograph taken? Is it warm or cold outside?

Upon completion of the discussion, introduce the toy buildings from The City. On the floor, plan a residential area of houses and apartment buildings. Then tell the children to imagine that the houses became old. They had to be replaced and new ones should be "built." When a "new" neighborhood emerges, ask the children what changes took place. Was their own neighborhood changed like the neighborhood in Communities and Their Needs?

Lesson 7:

Objective: Given the picture "Machu Pichu, Peru," the child will identify that the site has changed and indicate the location of windows, wall, steps, and that there are no people living in the city.

Materials: Study Print: "Machu Pichu, Peru" from Latin America, Chicago, Ill., Denoyer-Geppert, 1970; primary globe, building blocks

Procedure: In groups of six or less, focus the group's attention on "Machu Pichu, Peru" asking the following questions:

1. What do you see in this picture?
2. Is there anything that looks like part of a house or a town?
3. Can you see windows?
4. Can you see walls?
5. Can you see steps?
6. Do people live here?
7. Did people ever live here?
8. How has Machu Pichu changed?

Explain that this was once an Inca city where Inca Indians lived. Indicate that the picture is from Peru and have the children find Peru on the primary globe.

Using the study print as a guide, have the children employ building blocks to reproduce the physical arrangement of Machu Pichu. Upon completion of the activity, discuss how Machu Pichu changed.

Lesson 8:

Objective: Observing page 70, Communities and Their Needs, the child will state or point out that man changed the river by building dams and bridges.

Materials: Edna Anderson, Communities and Their Needs, Morristown, N. J., Silver Burdett, 1966, page 70; opaque projector, primary globe, sand table, building blocks

Procedure: Note: If desired, an opaque projector may be used to provide a larger image. In groups of six or less, direct attention to the photograph of Minneapolis. Focus attention on the Mississippi River using the following questions:

1. Where is the river in this picture?
2. How have people changed the river?
3. Can you find a dam? Is there anything that blocks water?
4. Can you find a bridge?
5. Can you find railroad tracks?

After the discussion, tell the children that the photograph is of Minneapolis and that Minneapolis is a city. Mark the primary globe and have them find Minneapolis.

Use the sand table to demonstrate how man changes the land by damming rivers. Prepare a water course, demonstrating that water flows through the stream bed, but when dammed the backwater creates a lake and widens the river. Use building blocks to create the dam. Relate the sand table to the photographs of Minneapolis and the man-made changes.

Lesson 9:

Objective: Given the picture "Mining in the Congo" and "The Plateau of Kalahari," the child will observe and compare that man has exerted no visible impact in "The Kalahari Plateau" but initiated many changes in "Mining in the Congo" by digging and taking away earth.

Materials: Study Prints: "The Plateau of Kalahari," and "Mining in the Congo," from Africa, Chicago, Ill., Denoyer-Geppert, 1970; toy power shovel; dump truck; sand table

Procedure: In groups of six or less, focus the group's attention on "The Kalahari Plateau" asking the questions:

1. What do you see in this picture?
2. Are there hills?
3. Are there trees or grass?
4. Are there people in the picture?
5. Have people done anything to change the picture?

Next, present "Mining in the Congo." Explain that the photograph was taken near the Kalahari picture and use the following questions:

1. Have people done anything to change this place?
2. How is dirt dug out of the ground?
3. How is dirt taken away?
4. Can you see what this place was like before it changed?

Then show the pictures together asking, "Why are these pictures so different? Which picture shows that people made a lot of changes?" Mark Africa on the primary globe and ask the children to locate. Have the children play with the sand table, replicating the changes made in the mining study print. Use the toy dump truck to remove sand excavated by the power shovel.

Lesson 10:

Objective: Given the pictures "Church in Central Mexico" and "Industrial Area, Duesberg, Germany," the child will compare and state that the industrial picture shows the greatest changes on the land.

Materials: Study Prints: "Church in Central Mexico," and "Industrial Area, Duesberg, Germany," from Latin America, and Western Europe, Chicago, Ill., Denoyer-Geppert, 1970; primary globe; sand table; Media Package: The City, Boston, Mass., American Science and Engineering, 1968

Procedure: In groups of six or less, focus attention on the "Church in Central Mexico." Explain that the picture is from Mexico and use the following questions:

1. What do you see in this picture that was made or changed by people?
2. Can you find a path?
3. Can you find a church?
4. Have you seen a fence and fields?
5. What things have not been changed?

Then introduce the Duesberg, Germany picture. Explain that the photograph was taken in Germany and use the following questions:

1. What do you see in this picture that was made or changed by people?
2. Can you see boats?
3. Can you see a smokestack and factory? Where?

Place the pictures next to each other asking:

1. In which picture have people made more changes?
2. In which picture have people made fewer changes?

To reinforce the change brought about in the German picture, provide students with the large buildings from The City. Have them replicate the crowded conditions of the industrial district. To reinforce change as evidenced in the Mexican picture, use the sand table and the church from The City. Allow children to decide how the church should be placed and encourage them to draw paths in the sand. Cut green paper to cover part of the sand table, reinforcing the fact that man has changed the land by clearing land for farming.

Lesson 11:

Objective: Observing and comparing the pictures "Reed Island in Lake Titicaca" and "Brasilia, Capital of Brazil," the child will state that man exerted greater change in Brasilia by constructing roads and buildings and installing street lights.

Materials: Study Print: "Pulpwood Industry, Three Rivers, Canada, from North America, Chicago, Ill., Denoyer-Geppert, 1970; primary globe; tracing paper; crayons; toothpicks; Media Package: The City, Boston, Mass., American Science and Engineering, 1968

Procedure: In groups of six or less, focus attention on the picture of Lake Titicaca asking:

1. What do you see in this picture?
2. What thing is made and used by people?
3. Have people changed the land or the lake very much?

Then introduce the picture of Brasilia asking:

1. What changes have people made in this picture?
2. Are there roads? Where?
3. Are there buildings? Where?
4. Are there street lights?
5. Can you find a place where people will put up more buildings?

Then place the pictures together asking:

1. In which picture have people made the most changes? Why?

Mark Brasilia and Lake Titicaca on the primary globe and have the children locate them.

On a table or on the floor, use the buildings from The City to replicate the Brasilia picture. Allow the students to decide the placement of the buildings. Be sure they refer to the study print. After replicating the study print, ask the students to suggest what other changes would be likely to occur. Encourage students to add new buildings to the Brasilia replica and explain their reasons for doing this.

Lesson 12:

Objective: Observing the picture "Pulpwood Industry, Three Rivers, Canada" the child will state that there are still trees and a river, but that man changed the area by building a factory, using barges, and storing logs on the river.

Materials: Study Prints: "Reed Islands, Lake Titicaca," "Brasilia, Capital of Brazil," from Latin America, Chicago, Ill., Denoyer-Geppert, 1970; Media Package: The City, Boston, Mass., American Science and Engineering, 1968

Procedure: In groups of six or less, focus attention on the picture of the pulpwood industry asking:

1. How have people changed the land and river?
2. Can you find a barge? What is it being used for?
3. Can you find where people keep lumber?
4. Can you find a factory?
5. Has anything stayed the same?
6. Are there still trees in the picture?
7. Is there still a river?

Mark Ontario on the primary globe, and have the children locate. After the discussion, lead the group in devising a simple map of the study print. Discuss how the students should use symbols to show the changes man made to the Ontario landscape. Use the model factory to represent the pulp mill, toothpicks to represent logs in the river, and color codes for the forest (green) and the river (blue). Allow the students to place the models and fill in the color code. Refer back to the study print, reminding them that man introduced changes into the landscape.

Lesson 13:

Objective: Observing the picture "Jordan Valley" the child will state that man changed the land by making paths, farms and towns.

Materials: Study Print: "Jordan Valley," from Middle East and India, Chicago, Ill., Denoyer-Geppert, 1970; primary globe; film overlay; grease pencils or magic markers

Procedure: In groups of six or less, direct attention to the picture of the Jordan Valley asking the following questions:

1. How have people changed this picture?
2. Can you find a path or road? Where?
3. Are their groups growing? Where?
4. Are their towns in the picture? Where?
5. What are the trees in straight lines?
6. Are their trees, crops, and farms in the top part of the picture.

Explain that the picture is from Israel. Mark Israel on the primary globe and ask the children to locate it.

Following the discussion, place a transparent overlay on the study print. Give each child a magic marker or grease pencil with which to trace the outline of man-made changes. The outlines of fields, roads, ponds, and the areas occupied by buildings should be included. Use a new overlay for each group. When the entire class has traced the man-induced changes, compare with the class the changes that each group found.

Lesson 14:

Objective: Comparing the pictures "Cotton Picking in Georgia" and the cover of People Use the Earth the child will state in both pictures people are picking cotton, but that the methods are different.

Materials: Study Print: "Cotton Picking in Georgia," from North America, Chicago, Ill., Denoyer-Geppert, 1970; Edna Anderson, People Use the Earth, Morristown, N. J., Silver Burdett, 1966; primary globe

Procedure: In groups of six or less, focus attention on "Cotton Picking in Georgia" using the following questions:

1. What plant is growing in this picture?
2. What are the people doing?
3. Where do they put the cotton?

Then, introduce the cover of People Use the Earth asking the following questions:

1. What plant is growing in this picture?
2. What are the people doing?
3. Where do they put the cotton? How does it get there?

Place the pictures side by side asking:

1. How are these two pictures the same?
2. What is different?
3. Which picture has more people in it?
4. Which is the faster way to pick cotton?
5. Why has the method of picking cotton changed?

After the discussion tell the children that the pictures were taken in Georgia. Ask them where Georgia is and why they should know its location. Have them find Georgia on the primary globe. Have a large dot or star marking Jonesboro. If a farm machinery distributor is nearby, take the children to see a cotton picker, or obtain brochures and display on the bulletin board.

Lesson 15:

Objective: Observing and comparing cars in the school parking lot the child will state that almost any two cars may vary in size, color, and number of doors, but all have wheels, roof, and trunk (etc.).

Materials: Polaroid camera, opaque projector, tracing paper, crayons

Procedure: Take the child to the school parking lot. Focus attention on two cars near each other which are different makes but of the same year (i.e., a 1969 Chevrolet and a 1969 Plymouth, etc.) using the following questions:

1. How are these two cars alike?
2. Do they both have wheels?
3. Are the wheels the same color?
4. Do they both have a steering wheel? hood? trunk?
5. How are these two cars different?
6. Are they the same color?
7. Are they the same size?
8. Have they the same number of doors?
9. What things change from car to car?

Take snapshots of both cars. Include angle shots which show side, front, and back perspectives. Upon return to the classroom, enlarge the photos with the opaque projector. Allow the children to trace the car outlines, and point out the changes between makes.

Lesson 16:

Objective: Given examples of trucks and automobiles from different years, the child will observe and state that transportation vehicles changed in the style, size, and power, but retained the same number of wheels, the need for engines, chassis, seats, etc.

Materials: Pictures of old and new cars and trucks, models of cars and trucks representing old and late-model years, tape measure, string, opaque projector

Procedure: In groups of six or less, direct the children's attention to the pictures of trucks and cars. Remind them that yesterday they looked at cars in the parking lot. Tell them that these pictures are of cars and trucks manufactured over a period of many years. Use the following questions:

1. Can you describe this old-time car?
2. How is this old car like the car your mother and father drives?
3. Does it have wheels?
4. Are the wheels the same size and style as your parents' car?
5. Is there a steering wheel?
6. Are there seats? Are they the same as in your parents' car?
7. Are there lights for night driving?
8. What makes the car move? Does your car have a motor? Do you think the motor in your car is bigger or smaller than in the old-model cars? (Explain that motors are larger and more powerful today.)

Then compare other cars with the very first models, asking students to describe how the cars are changing over the years (i.e., styling, size, etc.) and how they have remained the same. The school parking lot will supply several examples of change over time. Identify two or more years of a given make (i.e., Plymouth, Ford, etc.). Have the children observe elements of change such as chrome, ornaments, headlights, etc. Measure the length and width of the cars, and record for further use. Take Polaroid snapshots of each car. Upon return to the classroom, enlarge the snapshots with the opaque projector. Allow students to trace the major features which changed over the years. Display the comparisons under the heading "How Cars Change." Use colored string to illustrate the change in the actual length of the cars. Display along the wall or spanning the room. Attach snapshots to the string to facilitate identification of the cars.

Lesson 17:

Objective: Given pictures of airplanes through the years, the child will observe and state that the need for wings, motor, etc. has remained the same while the size, engines, shape, and speed have changed.

Materials: Photographs of airplanes, small model airplanes representing early and contemporary examples

Procedure: In groups of six or less, focus the children's attention on the pictures of airplanes. Discuss with them how airplanes have changed and how they have remained the same. Also, recall the trip to the airport. Remind them of the different kinds of planes they saw (i.e., jets, small aircraft, propeller, etc.). Use the following questions:

1. Here are some pictures of airplanes today. How are these planes alike?
2. Do they have wings?
3. Do they have engines?
4. Do they have windows?
5. Is there a cockpit? (Explain cockpit)
6. How do the airplanes differ?
7. Are they all the same size?
8. Are the engines in the same place?
9. Are the engines all the same size?
10. Are the engines all jets?
11. What is a propeller?
12. Do some planes have propellers?
13. Can some planes fly faster than others? Which ones?

Then show pictures of planes from various time periods. Discuss how the planes of years ago had smaller engines, were mostly propeller driven and couldn't fly as fast. Discuss how planes have remained similar (i.e., wings, engines, etc.). Elicit responses which indicate that airplanes have changed over the years. To supplement the discussion, use model airplanes. Allow the children to play with the model planes during free time.

Lesson 18:

Objective: Through the use of a growth chart, the child will compare and state that he has increased in height and weight, but remains the same in name, eye color, and hair color.

Materials: Scissors, Polaroid snapshots of each child, magic marker, baby pictures of each child

Procedure: From cumulative records, find the height and weight of each child as recorded at the beginning of the year. Do this with each child individually. Then measure and weigh each child. To display the data, use manilla paper to correspond to the child's actual height and body shape. At the top of the figure, attach a Polaroid snapshot of the student, a baby picture, and the data written underneath the photographs. Display the data on the classroom walls or the walls which adjoin the corridor. Above the display include the caption, "How We Have Changed." After the measurements have been individually recorded discuss with the students the following questions:

1. How have you changed since the start of school last fall?
2. Are you exactly the same height?
3. Are you exactly the same weight?
4. How else have you changed?
5. Do you still like the same TV programs? Have you learned to like any new ones?
6. Do you still like the same games? Have you learned any new ones?
7. How have you stayed the same?
8. Have you the same name?
9. Have you the same color eyes, number of arms, legs, etc.?
10. Do you like any new foods (cereal, dessert, etc.)?

In addition to displaying height and weight change, make a display indicating how the children have changed and remained the same in their personal likes and dislikes.

Lesson 19:

Objective: Given pictures of adults (i.e., parents and teachers) from stages of life encompassing infancy through adulthood, the child will observe and state that the person has remained the same, but specific features have changed (i.e., size, weight, etc.).

Materials: Photographs of teachers and parents spanning several years

Procedure: Write a mimeographed note to the children's parents asking them to contribute photographs of themselves over a period of years. Preferably obtain photographs from infancy, childhood, high school, careers in armed services, social occasions, and a current representation. Display the pictures on the bulletin board or on bristol board. Discuss how each person remained identifiable as one unique person, but changed in various ways. Use the following questions:

1. Here is a picture of a very young person. Can anyone tell me who this is?
2. Does this person look at all like he (she) did when he was a child?
3. What things have remained the same? (eyes, hair, smile, general facial composition, etc.)
4. Here are some other pictures of the same person as he grew older. How did this person change?
5. How do you think you will change and in what ways will you stay the same as you get older?

With one series of pictures, place one photo out of chronological order. Have the children find the error and tell why the order should be changed. Make the error easily identifiable, such as having middle age follow infancy.

Lesson 20:

Objective: Given cut-outs of Action Line, and the masthead which includes the title (i.e., The Atlanta Constitution), etc. the child will observe and state that the two features are found on the front page of every copy of the Atlanta Constitution, and that the pictures vary from day to day.

Materials: At least three front pages of the Atlanta Constitution

Procedure: In groups of six or less, focus the students' attention on the front page of the Atlanta Constitution. Have at least three front pages. Tell the students that there is always some special item on each front page. The following questions may be relevant:

1. Has each front page a picture in the center?
2. Is it about the same size?
3. Does each picture show the same thing?
4. How are the pictures different?
5. Why do the pictures change from day to day?

On the bulletin board display several pictures from the Atlanta Constitution under the heading "The News is Changing." Leave room so that additional pictures may be added daily. Discuss additional pictures and the news' changes from day to day.

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